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ABSTRACT

This module attempts to apply the learning principles of positive reinforcement to the teaching of elementary grades. Its focus is on what the teacher can do to facilitate learning in the classroom. The package provides selection criteria that enable the teacher to produce appropriate classroom behavior. (Five specific enabling objectives and methods for learning them are enumerated, and worksheets appropriate to each one are given.) (JB)

ED 081774

# AN INDIVIDUALIZED VOLUNTEER EDUCATION MODULE

## HELPING STUDENTS DEVELOP

## APPROPRIATE BEHAVIOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MODULES IN CLUSTER IX: Implementing A School Volunteer Program

General Skills and Knowledge

1. Administering A School Volunteer Program
2. Becoming A School Volunteer
3. Building One-To-One Relationships
4. Using The Services Of A School Volunteer

Specific Skills and Knowledge

5. Assisting In The Library
6. Assisting In The Classroom
7. Assisting With Clerical Tasks
8. Assisting With Physical Education Activities
9. Helping Students Develop Appropriate Behavior
10. Sponsoring A Special Interest Club
11. Volunteering In Special Education

# INDIVIDUALIZED VOLUNTEER EDUCATION MATERIALS

## A DESCRIPTION OF THE B-2 MODEL FOR PACKAGED VOLUNTEER TRAINING MODULES

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials. These materials were designed to be used in either pre-service or in-service teacher education. They were prepared in the form of a self-contained "packaged" module aimed at specific teaching skills or specific concepts fundamental to teaching. Each module was expected to include all of the information and directions needed to accomplish a set of observable goals.

An outgrowth of this effort has been the extension of this type of training presentation to the volunteer in the school setting. This 1971 project in material development for volunteer workers in education capitalizes on the most successful aspects of the original teacher training modules while adding additional features to further extend the concept of individualized training.

The design or model used in preparing these materials is set up so that each of the important elements (outlined below) will fulfill specific functions in assisting a user to achieve the stated goal of the module. Materials which follow this basic model will fulfill these specifications.

### Objectives

The objectives describe clearly what the user should be able to do after successfully completing the activities. Objectives are stated in terms of observable, measurable behavior of the user. Two types of objectives are included:

TERMINAL OBJECTIVES will describe competencies which the volunteer will be able to apply in carrying out his function.

ENABLING OBJECTIVES will describe the sample performances which represent simplified versions of the behavior described in the terminal objective. This tells the user what he must do to complete the prescribed evaluation requirements. Since specific objectives (enabling objectives) must be measurable through methods described in the evaluation (described on the following page), each terminal objective and enabling objective has three characteristics: (1) the performance verb is stated; (2) the conditions under which performance will take place are described; and (3) the criterion level (or the standard) of acceptable performance is specified.

### Prospectus

The prospectus describes how the skills taught in the module can be applied to real situations, or how they are related to some

more important purpose. The prospectus also states and describes any skills which are necessary for the learner to possess prior to beginning the module if he is to achieve success with this type of training.

Materials

All materials needed to complete suggested activities are either included or described, and source references are given if it will be necessary to order supplementary print or non-print materials.

Procedures

Procedures are designed so that the user can follow them in chronological sequence as he works to achieve each specific objective. Wherever possible, alternate activities and materials are specified. The sequence for each objective will be outlined in a flow-chart (road map) preceding the enabling activities and will normally include three types of activities:

EXPOSURE to information in the form of suggested or required reading (supplied in the materials or through suggested references), observation of material or live on-site activities, discussions, interviews, etc., to give background information, definitions, directions, models of performance or the like.

INFORMATION-PROCESSING for each of the ideas or performance requirements presented in the exposure to information. These may be in the form of response questions, observation check sheets, discussion responses, verbal or written reports, or other activities which will help the learner master the concepts to which he has previously been exposed.

Appropriate PRACTICE with FEEDBACK. The practice situations are designed to be similar to those which will be used in the evaluation. The feedback provides the learner with information about his behavior in terms of how well he is achieving target performance. This lets the learner know in what way, if any, he needs to further modify his version of the terminal behavior.

Evaluation

The major purpose of the evaluation activities is to determine the level of mastery of each of the enabling objectives for the module as a basis for deciding whether further instructional activities should be pursued. Two types of evaluation are included:

PRE-ASSESSMENT (the pretest or preliminary evaluation) will take place before the learner begins to carry out the suggested procedures. The purpose of pre-assessment measures may be to indicate whether a given objective has already been mastered,

to check readiness or to indicate a need for acquiring prerequisite subskills, or simply to provide a baseline for gauging progress, as compared with results of the terminal activity.

TERMINAL ACTIVITY (the post-test, or final evaluation) will take place after the enabling activities have been completed, or after one has successfully completed all of the pre-assessment. The terminal activity will indicate either that the objective has been achieved, or that further instructional activities should be pursued.

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# INTRODUCTION

## GENERAL OBJECTIVE

Given a set of selection criteria for implementing positive reinforcement in the classroom, you will be able to develop a planned program designed to influence your children toward appropriate behavior.

## ENABLING OBJECTIVE 1

Given a filmstrip-tape presentation concerning the principles for modifying classroom behavior through positive reinforcement, you will be able to complete the problems on the accompanying worksheet with 75% accuracy.

## ENABLING OBJECTIVE 2

Given selected criteria for implementing a program of behavior modification, you will apply the principles of positive reinforcement as you devise your own procedures for helping children develop appropriate behavior in the classroom.

## ENABLING OBJECTIVE 3

Given the individual lists of procedures for positive reinforcement planned in Enabling Objective 2, you and a group of 3 to 5 colleagues will share, evaluate and develop a set of procedures for implementing reinforcement which has the consensus of the group.

## ENABLING OBJECTIVE 4

Given a study sheet on positive reinforcement, plus the procedures identified above in Enabling Objective 3, you will plan an individual or group conference for aides, parents, interns, volunteers or other adults who interact with children, in which you will introduce the concepts of positive reinforcement and develop together a pattern for consistency in responding to children's behavior.

# RATIONALE

Most teachers will identify the problems associated with maintaining proper classroom control as their number one frustration. As they go on to describe this behavior, "They don't listen to the directions," "I can't get their attention," "Gary thinks the only way to solve a problem is by fighting," "Mary won't even try to read," one recognizes behavior that a little reinforcement "know-how" could go a long way toward solving.

In this module an attempt has been made to apply the learning principles of positive reinforcement to the elementary classroom. The focus is on what the teacher can do to make it possible for his children to learn better. The first step toward better classroom management is knowing that what the children do is a function of the teacher's behavior. The teacher can change the behavior of his children by changing his own behavior.

INSTRUCTIONS TO PARTICIPANTS AND TO PERSONS ADMINISTERING THE MODULE

In situations where teachers are working with aides, student-teachers, volunteers or other adults in the classroom, the need for consistency in establishing and maintaining positive patterns for classroom management is critical. Team planning, implementation and evaluation of programs to promote positive behavior among students should be developed by the teacher and his respective aide or volunteer.

Therefore, it would possibly be valuable for this module to be used in conjunction with any of the other modules designed to train volunteers to work with students.

PRE-ASSESSMENT

These questions are designed to help you decide whether or not you would benefit from pursuing this module. Consider the following questions and check the appropriate column:

| | YES | NO |
|---|---|---|
| 1. Have you ever wished that you could spend less of your time in managing classroom behavior and more of your time in really teaching? | | |
| 2. Have you ever wondered what the teacher next door did in his classroom that made him have such few behavior problems? | | |
| 3. Do you sometimes get angry at the student for his misbehavior without thinking that you, the teacher, are influencing him to behave that way? | | |
| 4. Do you sometimes feel like this about your children's behavior? i.e., "They don't come in quietly," "I can't get their attention," "The only way Joe solves a problem is by fighting," "Susie won't even try in math." | | |
| 5. Have you ever wondered why even when you punish a child he still keeps on doing what he was punished for? | | |
| 6. Do you feel that you know some of the principles of psychology in learning but that somehow they don't seem to work for you? | | |
| 7. Have you ever wished that you knew exactly what specific things you should do to change your children's behavior? | | |

IF YOU ANSWERED "YES" TO 4 OF THE 7 QUESTIONS, COMPLETION OF THIS MODULE WOULD BE HELPFUL TO YOU.

## OVERVIEW OF MODULE

TITLE: HELPING CHILDREN DEVELOP APPROPRIATE BEHAVIOR

GENERAL OBJECTIVE: Given a set of selection criteria for implementing positive reinforcement in the classroom, you will be able to develop a planned program designed to influence your children toward appropriate behavior.

| ENABLING OBJECTIVES | PROCEDURES | EVALUATION |
|---|---|---|
| OBJ. 1: To recognize principles of positive reinforcement. | 1. View filmstrip-tape and follow practice procedures. | 1. Take pre-test. |
| OBJ. 2: To make your own descriptive list of procedures for helping children develop appropriate behavior. | 1. Read excerpts in Study Sheet #1 and scan Resource Bibliography.<br>2. Do Worksheets #2, #3 and #4. | 1. Take pre-test.<br>2. Evaluation takes place through justification of choices on Worksheets to a group of colleagues in Obj. 3. |
| OBJ. 3: To develop a set of group procedures for implementing principles of positive reinforcement in the classroom. | 1. Justify choices on Worksheets #2, #3 and #4 to a group of colleagues.<br>2. Develop set of group procedures for positive reinforcement on Worksheet #5. | 1. Group consensus must be reached on Worksheet #5.<br>2. Participants justify 6 to 8 statements on principles of positive reinforcement to small group of colleagues. |
| OBJ. 4: To plan a conference introducing the concepts of positive reinforcement to other adults who interact with your children. | 1. Read Study Sheet #2.<br>2. Write an introduction, series of questions, examples to be used, and closing remarks to be used for your conference. | 1. Develop an agenda to formalize the steps for your conference. |

## MATERIALS AND EQUIPMENT

| | ITEM | USE | SOURCE |
|---|---|---|---|
| Required | Vimcet Filmstrip-tape program: #15 - Discipline | Obj. 1 | Vimcet Associates P.O. Box 24714 Los Angeles, Calif. 90024 $15.00 for each filmstrip-tape. One set accompanies this module. |

Do not write on the Worksheets in this module. Worksheets are included only as samples and should be duplicated on a separate sheet of paper for the actual activity.

B2

ENABLING

OBJECTIVE 1

ENABLING OBJECTIVE 1

Given a 30' filmstrip-tape presentation concerning the principles for modifying classroom behavior through positive reinforcement, you will be able to complete the problems on the accompanying worksheet with 75% accuracy.

PRE-TEST FOR OBJECTIVE 1:

Directions: Are the following teachers being consistent with the principles of positive reinforcement? Write "Yes" or "No" to each statement on a separate sheet of paper, and check your answers with the Key below. If you missed any of the problems, you need to complete this objective.

1. Robert is carving his initials in medieval script on the face of his desk. His teacher warns him once, then sends him to the principal's office.

2. The students in Mrs. Knight's class are usually so anxious to go to lunch that the last five minutes of the period are worthless instructionally. Mrs. Knight lets her students talk quietly during this time.

3. When Joey shows up to his Physical Education class not wearing a regulation gym shirt, Coach Fizz sends him on a three-lap run around the track.

4. Sandy normally never contributes to class discussion. The first time he does, his comment is irrelevant. Mr. Davies does not correct him.

5. Miss Madison overhears two students using profanity in the hall. She confronts them and tells them she will report them to their homeroom teacher, which she does.

6. Robin tends to lag behind the others when it's time to come in from the playground. Mrs. Lopez is not very sympathetic and does not give him special attention.

7. Suppose Karen always combed her hair in class. Consistent with the principles advocated in the program, write out a course of action you might use.

ANSWER KEY TO PRE-TEST - OBJECTIVE 1

1. No
2. No
3. No
4. Yes
5. No
6. Yes
7. The answer should include the following:

   The teacher should tell Karen about the rule against hair-combing.
   The teacher should not threaten or punish Karen.
   The teacher should suggest an alternative activity for Karen to engage in.
   The teacher should reward Karen for engaging in the acceptable alternate behavior.

PROCEDURES FOR OBJECTIVE 1:

Procedure 1: View the Vimcet Associates filmstrip-tape "Discipline in the Classroom" and complete the accompanying Worksheet #1 on Page 9.

Procedure 2: The last question on the filmstrip-tape presentation involves writing a brief description of a discipline problem of concern to you (4 to 5 sentences). Exchange papers with someone else and form into groups of 3 to 5 to share ideas on your reaction to this problem which is in accord with the principles stated in the program.

POST-TEST FOR OBJECTIVE 1:

1. You have successfully completed this objective when you have proposed a solution to the discipline problem that is accepted by the rest of the members of your group.

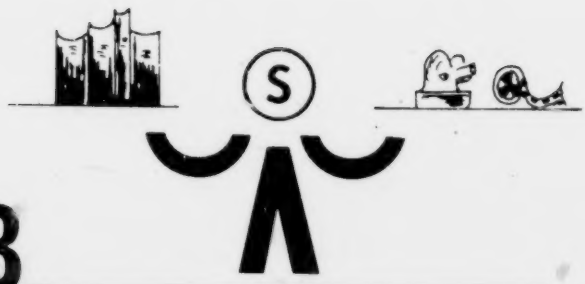
$B_2$

WORKSHEET #1

VIMCET FILMSTRIP-TAPE
DISCIPLINE IN THE CLASSROOM

Complete this worksheet by circling the appropriate response as directed in the filmstrip-tape presentation.

1. A B C D
2. Yes No
3. Rule One
4. Yes No
5. Yes No
6. Rule One
   Rule Two
7. Yes No
8. Yes No
9. Rule One
   Rule Two
   Rule Three
10. Yes No
11. Rule One
    Rule Two
    Rule Three
    Rule Four
12. Yes No.
13. Yes No
14. Yes No
15. Rule One
    Rule Two
    Rule Three
    Rule Four
    Rule Five
    Rule Six
16. Yes No
17. Yes No
18. Yes No
19.
20. _____
    _____
    _____
    _____
    _____
    _____



B2

ENABLING

OBJECTIVE 2

ENABLING OBJECTIVE 2

Given selected criteria for implementing a program of behavior modification, you will apply the principles of positive reinforcement as you devise your own procedures for helping children develop appropriate behavior in the classroom.

PRE-TEST FOR OBJECTIVE 2:

Directions: Complete the following questions to help you decide how well you understand the principles and procedures for implementing positive reinforcement. Circle the choice you feel is correct, and check your answers with the Key below. If you missed any of the problems, completion of this objective will help you.

1. We use positive reinforcement because:

   a. it will make the child more comfortable.
   b. the teacher becomes a pleasant person.
   c. it will strengthen the response it follows.
   d. a positive approach is always better.

2. We've all had the experience of a certain child always blurting out the answer thereby spoiling the lesson for everyone else (and our disposition for us). We insist that he raise his hand. He does and we figure it's about time. Because he has already taken so many other people's turns and blurted out so many answers, we don't call on him but call on someone else. Now that we have him quiet, we feel it is only fair to give someone else a turn. On our next question, he again blurts out the answer. This is probably because:

   a. he has had the habit so long that it will take time to get over it.
   b. he has never learned to take turns.
   c. we did not reinforce the behavior we wished to reoccur.
   d. he is mad because we did not call on him.

3. The introduction alone of classroom rules for appropriate behavior usually:

   a. is effective in modifying behavior.
   b. is effective when combined with the ignoring of inappropriate behavior.
   c. is effective when combined with the ignoring of inappropriate behavior and teacher praise for appropriate behavior.
   d. has the effect of increasing disruptive behavior.

4. When giving praise to a child for an appropriate behavior, it is most effective when the teacher gives it:

   a. at the end of the period.
   b. immediately following the appropriate behavior.
   c. around five minutes later.
   d. at the end of the day.

5. When we want to change someone's behavior, the first step is to:

   a. punish the child the first time he behaves inappropriately.
   b. ignore his inappropriate behavior.
   c. don't say anything right then, but make a note to praise him when he does exhibit appropriate behavior.
   d. identify with him the behavior to be changed, letting him know what is not acceptable and what is.

6. It is sometimes necessary to remind a child that he should stop behaving in a certain way. At that point, the best thing to do is:

   a. punish him on the spot.
   b. remind him how good he was last week.
   c. offer him a suggested alternate activity that is acceptable.
   d. ask him why he did what he did.

7. Johnny persists in taking Sue's only pencil when her back is turned. He doesn't need a pencil; it's just to tease. How should the teacher react?

   a. Give Sue a brand new pencil.
   b. Ignore the entire incident.
   c. Send Johnny to the corner.
   d. Ask Johnny to come sit by the teacher.

ANSWER KEY TO PRE-TEST - OBJECTIVE 1

1. C
2. C
3. C
4. B
5. D
6. C
7. B

PROCEDURES FOR OBJECTIVE 2:

Procedure 1: Read Study Sheet #1, Procedures for Implementing Positive Reinforcement in Your Class, pp. 15-19. This review will help you complete Procedures 2, 3 and 4. Repeat the Pre Test on page 11. You should now be able to answer all the problems correctly.

Procedure 2: Given the need for the teacher to make explicit to the children his rules for appropriate classroom behavior, identify four (4) rules which you feel are the most important in reducing classroom behavior problems.

Phrase your rules positively; e.g. "Listen when someone else is talking," instead of "Don't talk when I'm talking." Work alone on this without discussing your ideas with anyone else. You will share your ideas in a group discussion later. Now turn to Worksheet #2, Identifying Rules for Appropriate Behavior, p. 20 to complete this.

Procedure 3: Using your list of 4 classroom rules which you identified in Procedure 2 above, complete Worksheet #3, Identifying Inappropriate Behavior for Maintaining Classroom Rules, p. 21 by identifying for each rule 3 or 4 specific behaviors exhibited by children which you would consider to be disruptive, defiant or inappropriate.

Remember: These defiant behaviors are the ones which you will be attempting to ignore and to act as if such behavior did not happen.

Procedure 4: Using your list of classroom rules identified in Procedure 2, describe 3 or 4 specific appropriate behaviors for each rule which you will reinforce through praise.

Remember: To develop appropriate behavior you must "catch the child being good" and reinforce that good behavior by following it immediately with praise.

Turn to Worksheet #4, Identifying Appropriate Behavior Which Needs Positive Reinforcement, p. 22 to complete this.

Procedure 5: If you wish to explore further the application of positive reinforcement as a means for helping children develop appropriate behavior, scan the Resource Bibliography, p. 23 for additional books or journals.

Remember: These references are as close as your telephone! By calling the Dade County Professional Teachers Library, 350-3431, and asking for your selection by title or author, or selections, (you may request up to five books and five journals at a time,) you will receive your materials in the next school mailbag.

POST TEST FOR OBJECTIVE 2:

Your list of classroom rules, with corresponding inappropriate and appropriate behavior, identified in this objective, will be evaluated in the next Objective 3 when you state your justification of each choice to a group of your colleagues.

$B_2$

STUDY SHEET #1

PROCEDURES FOR IMPLEMENTING POSITIVE REINFORCEMENT IN YOUR CLASS

DIRECTIONS: Read this Study Sheet and re-take the Pre-Test for this objective on page 11, to help you understand how well you comprehend the principles of positive reinforcement.

Becker and Thomas report that 80% to 90% of the problem children in elementary classrooms respond well to a program of positive reinforcement in which the teachers follow these three procedures:

Rules phase (identifying specific behavior you want the children to learn): This phase consists of the teacher forming four or five rules for appropriate classroom behavior and repeating them four to six times a day, e.g. "Sit quietly while working," "Walk," "Raise hand," etc.

Ignore phase (identifying specific behavior you want the children to change): This phase of the experiment consists of the teacher attempting to not respond to (ignore) disruptive behaviors with scolding or reprimands. He was to act as if such behavior did not happen. (This part of the program was very difficult for the teacher to follow.)

Praise: Appropriate behaviors incompatible with defiant behaviors are given social approval. The teacher shows approval of as many good behaviors as possible during the first few days. A prime rule is "Catch the children being good." Moreover, he is to give approval to improvements in behavior in order to shape the child's behavior. For example, a problem child who frequently wanders around the room is given approval when found in his seat even if he is not working on a task. As the time spent in the seat increases, the teacher begins to praise him only when he is both seated and working on a task. In each case the teacher explicitly states what behaviors he approved of; e.g., "I like the way Tommy is sitting at his desk and filling out his workbook assignment."

Results indicate that the introduction of rules alone is not effective in modifying behavior. The procedure of ignoring inappropriate behavior is difficult for the teacher to hold to. He ignores for awhile and then scolds as the children get out of hand. Only when teacher praise for appropriate behavior is added in conjunction with the ignoring of inappropriate behavior, does the defiant behavior fall from a 70% level to a 30% level.

Stated in psychological terms, when praise ("Good for you!") immediately follows an appropriate behavior (handing in the math paper), it strengthens that appropriate behavior and increases the probability that it will reoccur. (Johnny will be more likely to hand in his paper next time to get more praise.) The praise must follow immediately to result in positive reinforcement. Saying "Good for you" after a lapse in time will not accomplish much.

Most of us would agree with this procedure, yet our daily teaching behavior does not follow it. We usually operate on the assumption that behaving correctly is only what children should be doing, so we ignore it. Instead of doing something (positive reinforcement) so children will keep on behaving well, we only do something about it when they behave in a way they should not be behaving.

Let's look at an example that is all too typical: Bill comes into the classroom boisterously, obviously with no intention of settling down to the spelling task. We do something! The next day he again comes in inappropriately. We do something again! On the third day, when he comes shouting into the room, our patience has ended and WE DO SOMETHING! Bill is convinced we mean business, so on the fourth day he comes in meekly and settles down to avoid the "SOMETHING." Thank goodness, we think to ourselves, and proceed to the spelling lesson. The next day Bill has reverted to his old behavior. Why shouldn't he? When he acted appropriately (came in quietly) we did absolutely nothing to increase the likelihood that he would continue to act that way, so his old habits took over.

Now let us look at an example of application of all three of these principles of positive reinforcement as they might apply to whining Sally: Sally has learned to whine to get her way. Obviously this has worked (been positively reinforced) in the past, or she would not continue to do it. Knowing this keeps us from the error of expecting an overnight miracle to occur, or hoping, by just ignoring whining, it will go away. We wish to change her behavior. Our number one problem is to identify what behavior we want to produce. Too often we terminate our thinking at the "stop whining" point without proceeding to the "start ...." level. Do we want her to learn to say "Please, may I ....?" Do we want her to learn to flatter people to get her way? Do we want her to hit someone so they will give in? You recoil in horror, yet these are all more effective than whining to get your way.

No longer can you be fuzzy in your thinking, for you must identify the specific behavior you wish to change and then define with exactness the new behavior the child is to learn (Rule 1.) Otherwise, you have no idea what it is you are going to positively reinforce.

Let us go to work on Sally. We want to suppress the whining behavior so she will have a chance to learn to say, "Please, may I ....?" and be a good sport if that does not work.

We start by identifying with her the specific behavior to be changed, letting her know what is not acceptable and what is. Hopefully, this identification comes out of her, skillfully stimulated and guided by us. (What

did you do when you wanted the ball? Did you get it? Can you think of a way that might have worked? Has this happened to other people? What did they do? Did that seem to work?)

If the undesirable behavior is of long standing, it may be necessary to suppress it by negative reinforcements, so another behavior can be learned in its place. ("If you whine, you will have to leave the game and sit on the bench.") The minute the desired behavior is emitted, it must be heavily reinforced. ("Good for you, Sally, you're being such a good sport, you get the ball next.") As soon as the desired behavior (being a good sport) has been reinforced, ("Good for you!"), enough times so that it is more likely to occur than the previous whining behavior, we remove the negative reinforcer (benching) from the undesirable behavior.

Psychological jargon translated into Sally's behavior means that as soon as she has learned to sometimes say "Please" and sometimes to be a good sport, we stop benching her for whining. When she says "please", we positively reinforce her behavior. When she whines, we ignore her (and insist that others do the same.) Hopefully, the whining will drop out of her repertoire of responses, while politeness and sportsmanship will become more and more likely to reoccur as a result of their being reinforced.

SUMMARY:

In planning your program to develop good classroom management, some key procedures for using positive reinforcement are as follows:

1. Specify in a positive way the rules which are the basis for your reinforcement. Demonstrate the behaviors you desire by praising the children who are good examples of following rules. Rules are made important to children by providing reinforcement for following the rules. Rules may be different for different work, study, or play periods. Keep the rules to five or less. As the children learn to follow the rules, repeat them less frequently, but continue to praise good classroom behaviors.

2. Relate the children's performance to the rules. Be specific about the behaviors children show which mean "paying attention." "That's a good answer. You listened very closely to my question." "You watched the board all the time I was presenting the example." "That's right, you're a hard worker." "Gee, you got it. I didn't think you would. That's good work." Relax the rules between work periods. Don't be afraid to have fun with your children when the work period is over.

3. Catch the children being good. Reinforce behavior compatible with that you wish to eliminate. Select incompatible behaviors to reinforce which will be most beneficial to the child's development. Focus on reinforcing tasks important for social and cognitive skills in the process of eliminating disruptive behaviors.

4. Ignore disruptive behaviors unless someone is getting hurt. Focus your attention on the children who are working well to prompt the correct behaviors in the children who are misbehaving. Reinforce improvement when it does occur.

5. When you see a persistent problem behavior, look for the reinforcing events. It may be your own behavior.

6. You can use as a reinforcer any activity the child likes to participate in, as well as social attention, praise, or more tangible reinforcers.

7. In looking for reinforcers to use to strengthen behaviors, remember these:

    Reinforcers controlled by parents
    The social worker's attention
    Games and puzzles
    Honors and privileges
    Helping teacher
    Playing teacher's role
    Recess
    Praise and attention
    Being right
    Being first
    Toys and edibles
    Trinkets
    A class party
    Art activities
    Music
    Extra gym periods

8. Reinforcing events must immediately follow the behavior to be strengthened.

9. Social reinforcers do not work for all children. When necessary to get appropriate behavior going, strengthen the reinforcers being used.

10. If a point system backed up by tangibles or special activities is introduced, always accompany the points given with praise and words telling the children what they did well. These steps will help make praise alone effective as a reinforcer, as well as completing the tasks which are the basis for reinforcement. "You finished all of your arithmetic problems. That really pleases me. I'm giving you nine points for that." Relate the payoff to what he did to earn it. "You earned this model airplane by working really hard on arithmetic and reading. I'm proud of your improvement." Slowly require the child to work for longer periods with less tangible payoffs, but give lots of praise and other forms of social reinforcement.

11. Punishment is most likely to be required when the unwanted behavior is very intense (so that there is potential danger to self or others) or very frequent (so that there is little positive behavior to work with.)

12. If punishment is necessary, first try isolating the child in a room by himself. The child should remain in the time-out room until he is quiet for several minutes. Give one warning prior to the use of time out, so that the warning signal can be used most of the time as a punishment without the need for time out.

13. Any use of punishment for inappropriate behavior should be accompanied by the use of immediate reward or praise when the child shows any evidence of behaving appropriately.

14. Hold consistently to your rules for reinforcement, ignore or punishment. This means do not sometimes reinforce and sometimes punish the same behavior. Do not give in after deciding a behavior should not be reinforced. Only if you show consistent reactions to the children's behaviors can they learn what is reinforced and what is not.

SUMMARY: THE THREE MAIN PRINCIPLES OF POSITIVE REINFORCEMENT ARE

RULES, IGNORE, PRAISE.

The information in this study sheet was compiled from the following two sources, which you may wish to refer to for additional reference:

Hunter, Madeline. Reinforcement Theory for Teachers. California, El Segundo: TIP Publications, 1967.

Becker, Wesley; Thomas, Don; Carnine, Douglas. Reducing Behavior Problems: An Operand Conditioning Guide for Teachers. Urbana, Illinois: Educational Resources Information Center, Clearinghouse on Early Childhood Education, 1969.

**$B_2$**

WORKSHEET #2

IDENTIFYING RULES FOR APPROPRIATE BEHAVIOR

DIRECTIONS: Write below four rules for appropriate classroom behavior. Phrase your rules positively. Work alone without discussing your rules with anyone else.

| |
|---|
| Rule 1 |
| Rule 2 |
| Rule 3 |
| Rule 4 |

$B_2$

WORKSHEET #3

IDENTIFYING INAPPROPRIATE BEHAVIOR FOR MAINTAINING CLASSROOM RULES

DIRECTIONS: An example is given below. Work alone now. You will share your ideas with your colleagues in the next objective.

| Rules: Behavior you want children to learn | Inappropriate behavior you want children to change |
|---|---|
| (Example: Put your own work materials away carefully after use.) | (Example: Leaving paper, pencils, crayons on table or floor; putting materials in incorrect places; not responding to teacher's first calls for clean-up time; tearing, marking or otherwise mutilating materials.) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

$B_2$

WORKSHEET #4

IDENTIFYING APPROPRIATE BEHAVIOR WHICH NEEDS POSITIVE REINFORCEMENT

DIRECTIONS: Read the example below, then continue on your own in the space provided. Do not discuss your ideas with your colleagues at this time.

| Rules: Behavior you want children to learn | Inappropriate behavior you want children to change |
|---|---|
| (Example: Put your own work materials away carefully after use.) | (Example: Cleaning up his own work after him; helping another child clean up his work; putting crayons, puzzles, games in their proper place; reminding another child of the rule for cleaning up.) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

# $B_2$

RESOURCE BIBLIOGRAPHY

FOR

HELPING CHILDREN DEVELOP APPROPRIATE BEHAVIOR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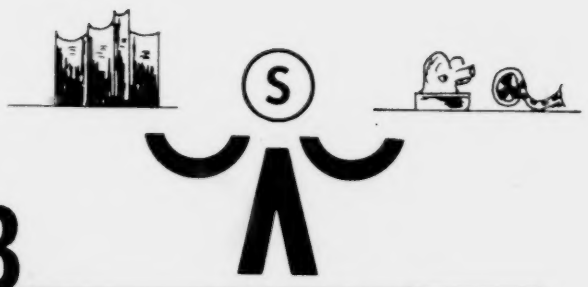


B2

ENABLING

OBJECTIVE 3

ENABLING OBJECTIVE 3

Given the individual lists of procedures for positive reinforcement planned in Enabling Objective 2, you and a group of 3 to 5 colleagues will share, evaluate and develop a set of procedures for implementing reinforcement which has the consensus of the group.

PROCEDURES FOR OBJECTIVE 3:

Procedure 1: With your material developed in Enabling Objective 2, meet with 3 to 5 other colleagues with whom you work closely. Find a place where you can work and talk together for the next 40 minutes. Select a recorder who will write down the final recommendations of the group for implementing positive reinforcement in the classroom.

Procedure 2: Discuss, evaluate, change, eliminate or add to your list of (1) rules, (2) ignore, and (3) praise procedures until you have all agreed upon a group plan for the 3 phases of the positive reinforcement program. Your group should be able to identify at least 8 rules for classroom behavior, with 4 examples of specific inappropriate behavior you want the children to change, and 4 examples of appropriate behavior which you will reinforce.

Your recorder will note in writing on Worksheet #5, Group Recommendations for Implementing Positive Reinforcement in the Classroom, p. 26, your final group plan for positive reinforcement. If you wish to have this group plan reproduced for distribution to your colleagues, the recorder will need to give his notes to the Resource Person.

POST-TEST FOR OBJECTIVE 3:

Completion of the Final Evaluation, page 37, will serve as the Post-Test for this objective.

**$B_2$**

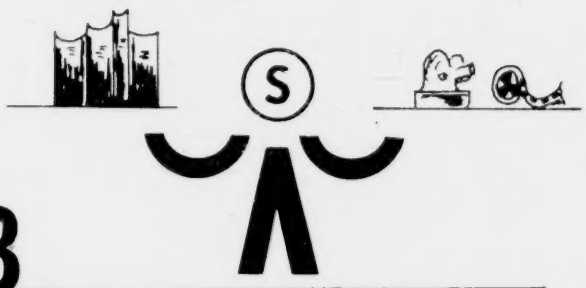
WORKSHEET #5

GROUP RECOMMENDATIONS FOR IMPLEMENTING POSITIVE REINFORCEMENT IN THE CLASSROOM

DIRECTIONS: Using the individual lists of procedures for positive reinforcement planned in Enabling Objective 2, form a small group (3 to 5) to share, evaluate and develop a set of procedures for implementing reinforcement which has the consensus of the group.

| Phase 1 - Rules (Behavior you want children to learn) | Phase 2 - Ignore (Inappropriate behavior you want children to change) | Phase 3 - Praise (Appropriate behavior to reinforce) |
|---|---|---|
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |

| Phase 1 - Rules | Phase 2 - Ignore | Phase 3 - Praise |
|---|---|---|
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |
| | 1.<br>2.<br>3.<br>4. | 1.<br>2.<br>3.<br>4. |



B2

ENABLING

OBJECTIVE 4

ENABLING OBJECTIVE 4

Given a study sheet on positive reinforcement, plus the procedures identified above in Enabling Objective 3, you will plan an individual or group conference for aides, parents, interns, volunteers or other adults who interact with children, in which you will introduce the concepts of positive reinforcement and develop together a pattern for consistency in responding to children's behavior.

THERE IS NO PRE-TEST OR POST-TEST FOR THIS CULMINATING OBJECTIVE.

Follow the procedures below to help you plan an agenda for a meeting or conference with other adults who interact with your children. The objective of such a meeting would be to promote a consistent pattern in modifying child behavior.

PROCEDURES FOR OBJECTIVE 4:

Procedure 1: Read Study Sheet #2, Behavior Modification, page 31. Decide whether this would be useful to you to give to your aides, parents, interns, volunteers or other adults. If so, make provisions for duplication. Can you think of any other resources which you may use, such as the Vimcet filmstrip-tape on Discipline, books or journals from the Resource Bibliography, or a quote or example from one of the Study Sheets?

Procedure 2: Write a short introduction suitable to the other adults with whom you work which will highlight the three concepts of rules, ignore, and praise as a technique for influencing child behavior.

Procedure 3: Write a series of 5 questions that might be used to lead a discussion of Study Sheet #2, Behavior Modification.

Procedure 4: Write or collect 3 to 5 incidents appropriate to the children you teach which could be used to illustrate the processes of positive reinforcement.

Procedure 5: Develop questions to elicit from the aides, parents, interns, volunteers, etc. examples of child behavior which they seek to modify. Plan suggestions to help them apply principles of rules, ignore and praise in the classroom or in the parents' homes which will promote consistency by all involved in interacting with children.

Procedure 6: Develop some closing remarks which will emphasize that children's behavior is influenced by all persons with whom they interact in school and in the home. Underscore the value of cooperation in instituting practices for helping their children.

Procedure 7: Develop an agenda to help you formalize the steps you will follow in your individual or group conference.

**$B_2$**

STUDY SHEET #2

BEHAVIOR MODIFICATION

J. I. Taylor.

There are many behaviors a child must learn and be skilled in if he is to succeed in school. These can be taught to him at home, by his parents. A method for teaching or training him is called Behavior Modification.

Behavior modification is based on the premise that:

Behavior is learned.

It is maintained, strengthened or weakened by the consequences of that behavior which either:

a. Reinforces (reward) the behavior, causing it to be maintained or strengthened.

b. Does not reinforce (reward) the behavior, causing it to be weakened or eliminated.

Reinforcement is the basic tool of behavior modification.

It is used to provide consequences for behavior in order to:

a. Maintain the behavior.

b. Strengthen the behavior.

c. Weaken the behavior.

d. Shape new behaviors.

Reinforcement (reward) offers pleasing consequences to a behavior.

Thus the behavior is likely to reoccur. It can be maintained or strengthened by reinforcement. When a behavior is not reinforced, it is not likely to reoccur. This can cause the behavior to be weakened. Parents can either reinforce or not reinforce a behavior by the responses they give to that behavior. Therefore, in order to train their child into desirable behaviors, they must train their own responses. They must use the principles of reinforcement in guiding their responses:

I. Maintaining or Strengthening Behaviors through Reinforcement.

Reinforcement must be of the right kind and the right amount to be effective. That is, it must be seen as rewarding by your child or it will not work. Furthermore, it must be timed correctly (on a continuous or an occasional schedule) to be effective.

A. Kind of Reinforcement

The reinforcement can be external or internal.

External rewards are offered the child by somebody else and may be material (candy, money, toys, etc.) or social (praise, a hug, a kiss, a special privilege.)

Internal rewards come from within the child, in the form of pleasure or interest received from engaging in a certain behavior. The child's behavior supplies its own rewards, and nobody else is needed to reward the child for engaging in that behavior. His own sense of pleasure and accomplishment when he behaves in that specific way (e.g., when he does his homework, brushes his teeth, dresses himself, gets good grades) is known as self-reinforcement.

External rewards may be needed in the beginning to strengthen a desired behavior. However, after awhile the behavior becomes a source of pleasure to the child and becomes an internal reward for him.

Since we are all social human beings, however, it is wise occasionally to offer some external social rewards, such as a few words of praise, signs of approval, to supplement the internal reward.

B. Schedule of Reinforcement

The reward or reinforcement should be offered on a continuous schedule when the behavior is weak and occurs rarely. Then the behavior should be maintained by an occasional (intermittent) reward schedule in order to further strengthen it and make the behavior a "habit."

The reward should be offered immediately after the desired behavior has occurred in order that it may be seen and understood as a consequence of that desirable behavior.

II. Shaping New Behaviors Through Reinforcement.

In shaping a new behavior in your child that has never occurred before, you must analyze that behavior and break it down into its parts. Rewards should be offered for each small step that is part of the behavior you wish to strengthen in your child. In this way, you shape up the desired behavior, as you reinforce the efforts he is making and the small steps he is learning to achieve the final goal; e.g., We shape Johnny to pick up his clothes and toys and put them away by first rewarding him for putting away two or three toys from the total mess. Later, we do not reward him until he has put away five or six toys. Eventually he will put everything away because he will receive internal rewards (a sense of pleasure and accomplishment) for making his room neat. In fact, he will learn to feel a sense of uneasiness or displeasure when his room is not neat. By rewarding a child for his efforts, we teach him to become motivated to achieve the final desired behavior: to keep trying until he has mastered each step along the way.

III. Weakening or Eliminating Behavior.

There are several methods of weakening and eliminating behavior. They are:

A. Providing Aversive Stimuli (undesirable consequences) for a Behavior

1. Ignoring the Behavior

The lack of attention provides the child with an unpleasing consequence for his behavior. He receives no pay-off for his behavior. Over a period of time, the behavior disappears because it is not reinforced in any way.

2. Punishing the Behavior

Punishment has many limitations to its usefulness, yet it is the method most often used by parents.

It is ineffective because:

a. It just pushes down, represses, the undesirable behavior so that the behavior reoccurs despite the punishment whenever the opportunity presents itself (unless the punishment has been extremely severe; but severe punishment has undesirable side effects.) In other words, punishment does not permanently change the motivation or desire to engage in an undesired behavior.

b. It creates undesirable side effects of anxiety, escape and avoidance behaviors which, in the end, can be more harmful and undesirable than the original behavior being punished.

c. If physical punishment is used, the parents are modeling aggressive behavior for their child. This makes Johnny feel that when his parents get mad, they hit. Therefore, it is all right for him to hit as well. Children copy their parents' behavior.

d. It sets up a poor relationship between parent and child so that the parent is not seen as a loving, nurturant person. Thus, he cannot be an effective "reinforcer" for his child when he uses reinforcement to train him.

Punishment is good to use, however, in the following situations:

a. When the child must be trained quickly for reasons of safety.

b. When reinforcement of an alternative desirable behavior cannot compete with the undesirable behavior and will not weaken the undesirable behavior.

Punishment should be applied as follows:

a. It should be given immediately after the behavior has occurred so that the child can understand that punishment is a consequence of the undesirable behavior.

b. It should be accompanied by an explanation or reasons for why it is being given so that Johnny can learn to understand the consequences of his behavior and produce self-control. Further, the words of the explanation can serve as warning signals to the child so that he will not engage in the undesired behavior.

B. Reasoning

1. Reasoning helps Johnny to make a connection between his behavior and the consequences. He can anticipate consequences through reasoning, and this can guide his behavior. Eventually, reasoning enables Johnny to control himself without needing anyone else to reward or punish (or control) him. It is very important, therefore, that you build in the opportunity for your child to reason into all your child-training practices.

2. Besides helping a child to develop self-control, reasoning provides a child with the language he needs to think about his behavior and recognize its consequences. The ability to use language as a tool for thinking is extremely important to his academic achievement.

C. Providing Alternative Behaviors

When you want your child to stop engaging in an undesirable behavior, it is wise to offer him a substitute or alternative behavior that he can do instead. This cuts down his frustration and can replace his bad behavior with good behavior that you can reinforce him for. Provision of an alternative behavior gives your child an opportunity to make a decision as to how he will behave, and develop self-control at the same time. Thus it is a very beneficial method to use in training your child.

## CONCLUSION

The goal in using the reinforcement system with your child is to teach him self-control and self (internal) reinforcement, so that he can achieve in school. In order to practice self-control and self-reinforcement, a child must be able to engage in the following steps:

A. Think about and anticipate the consequences of his behavior so that he can decide how to behave wisely.

B. Establish realistic standards for his behavior (i.e., that which is acceptable to others and himself.)

C. Make an effort to achieve these standards so that his behavior will be reinforced (i.e., result in pleasing consequences.)

D. Feel rewarded or "good" on realizing these standards. That is, he must reinforce himself (self-reinforcement) for controlling his behavior (self-control) in such a way as to result in this feeling of inner pleasure.

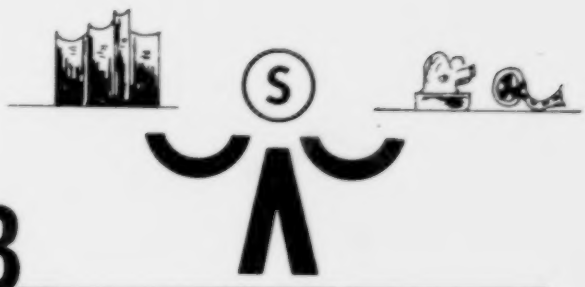
The methods described can be used regularly and imaginatively; they all result, in total, in the development of self-control and self-reinforcement in your child; and will provide him with the foundation he needs for school achievement.

It is important that you are consistent in your own behavior if you are to use Behavior Modification effectively. That is, you must decide on the behavior you wish to shape, strengthen or weaken in your child; the method you are going to use to accomplish this; and then you must carry through with your plan. If you just remember to do so every now and again, and do not remain very conscious and determined about your plan, it will not work.

Consistent (regular) child rearing behavior on your part leads to definite expectations by your child of the consequences of his own behaviors. He will learn through your consistent treatment that "good" behaviors will be reinforced by you while "bad" behaviors will not be. He will learn to expect and predict the results of his own behaviors, and through this he will learn to control his own behaviors. He will trust you as a reinforcing person and will learn from your predictable responses to him. Be sure that your child always understands that it is a particular behavior of his which you are rewarding or punishing and not himself as a total person. Praise, rewards or any other kind of reinforcement should not deal with the child's personality characteristics but rather with his behavior (his efforts and achievements.)

So it is with any of the methods for weakening an undesirable behavior. They should not be aimed at the child's wishes, feelings, or personality characteristics. Rather, they should be aimed at the behaviors which exposed these feelings. No child should be disciplined for feeling angry. Nor should he be seen as a "bad boy" because he feels angry. He should only be disciplined in terms of the behavior he did which was "bad." When you use this approach you help him to keep his self-respect as a person.

His angry feelings are to be expressed and talked about, without punishment for having them. His behaviors, resulting from this anger, however, may have to be disciplined and redirected. With this approach, Johnny sees himself as a worthwhile self-respecting person, who has behaved in an undesirable fashion and who can learn to handle his anger in a more constructive way.



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# FINAL

# EVALUATION

## FINAL EVALUATION

Given several statements concerning the application of positive reinforcement in the classroom, you will rotate in small groups at least 6 to 8 times to briefly justify your own comments to your colleagues and listen to the explanation of their statements.

PROCEDURES FOR EVALUATION:

Procedure 1: Your Resource Person will give you a statement concerning the application of positive reinforcement in the classroom. Read your statement. Can you justify or explain the principle supporting it? Save your statement to read to your group of colleagues; also that you may exchange statements with another colleague in Procedure 3.

Procedure 2: At the given signal, form a group of no more than 5 people. Four minutes are allotted to the group during which time each person is to take turns reading his statement and justifying or explaining it in two or three sentences to the rest of the group. When the signal is given at the end of 4 minutes, be sure to change groups so that you will be able to hear an explanation from each and every one of your colleagues.

Procedure 3: When you have completed the grouping and regrouping process 4 times, trade your statement with another colleague. Read your new statement. Can you justify the principle supporting it?

Form a new group of 3 to 5 people and continue the process of reading, justifying, listening, and regrouping every 4 minutes as in Procedure 2.

YOU HAVE SUCCESSFULLY COMPLETED THIS MODULE WHEN YOU HAVE HAD THE OPPORTUNITY TO HEAR EACH OF YOUR COLLEAGUES EXPLAIN OR JUSTIFY HIS STATEMENT ON POSITIVE REINFORCEMENT PROCEDURES FOR CLASSROOM MANAGEMENT.

FINAL EVALUATION

## Statements on the Application of Positive Reinforcement Procedures for Classroom Management

Behavior is strongly influenced by its consequences.

Prescribing behavioral rules alone is relatively ineffective in changing behavior.

It is important how the teacher behaves.

Teachers can learn to manage their own behavior in ways which can reduce problem behavior in the classroom.

It is not the total amount of praise given by the teacher which is important for good classroom management, but when and to whom the praise is given.

Often our attempt to correct children by telling them what not to do fails.

Teacher's praise is important in maintaining a well-functioning classroom.

The first step toward better classroom management is knowing that what the children do is a function of the teacher's behavior.

The teacher can change the behavior of his children by changing his own behavior.

Just being nice is not enough.

Learning not to respond to disruptive behaviors is important for effective teaching.

"Ignore" is a key word.

Criticisms are found not to function as punishers but as reinforcers for misbehavior.

Catch the children being good.

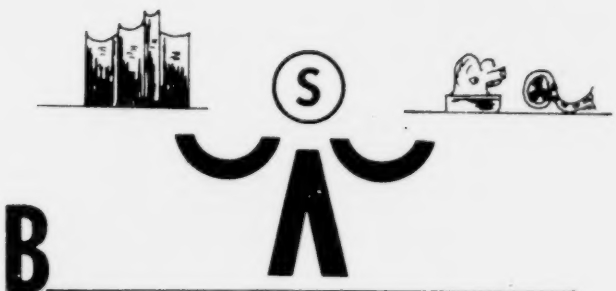
If we help to develop the child's intellectual competence at the expense of his self-esteem, we have failed.

We use positive reinforcement because it will strengthen the response it follows.

A positive reinforcer can be anything that is desired or needed by the student.

Suppress the temptation to notice only that which is not right and scold about it.

If the teacher does not praise appropriate behavior, the effect is to increase the disruptive behavior.



B2

FEEDBACK

SHEET

B-2 MODULE FEEDBACK SHEET

No learning resource is ever "finished" or final. Your feedback as a user of this experimental version is especially needed so that modifications can be made.

Title of Module:_____ No._____

Name of reviewer (optional):_____ Date:_____

1. Do you feel that this module had improved your professional skills?

_____ Yes _____ No

2. Would you suggest modifications to improve the module?

_____ Yes _____ No

3. If yes, indicate section where modification is needed.

_____ Objectives _____ Materials _____ Activities or Procedures _____ Evaluation _____ Other

4. Please list below any technical or typographical errors you noticed (spelling, punctuation, omissions, typos, incorrect page references, etc.)

Page Item

5. Please list any terms or expressions that you think might be changed (not clear, too technical, jargon, "educationese," too abstract, etc.)

Page Item

6. Are there any explanations or directions that you feel are not clear enough, too long, or too short?

Page Item

7. Are there any activities or procedures that you feel should be changed, (eliminated, expanded, revised in any way, substituted for other types of procedures)?

Page Item

8. Where might changes be made in the evaluative sections (pre-assessments, pre or post tests, post assessment, internal practice and feedback activities, work sheets, checklists, rating scales, etc.)?

Page Item

9. Do you know of any resource material (readings, films, tapes, activity descriptions, games, critical problem situations, etc.) that might be used with or incorporated into this module? Please give us as much information as you can about locating the resource and how it might be utilized here. Add additional sheets if necessary or attach materials where available.